



South Pacific at Capitol

Cast members of the MSSD play, *South Pacific*, performed on the west front steps of the U.S. Capitol on April 30. The hour-long preview featured many of the exuberant numbers from the musical in both song and sign. This is the second year that Sen. Jennings Randolph (D-W VA), chairman of the Subcommittee on the Handicapped, has sponsored a special premiere showing of the MSSD spring production at the Capitol. The play began last week and will continue on Thursday, Friday and Saturday, April 15, 16 and 17.

New deaf symbol

The National Association of the Deaf has announced acceptance and approval by the World Federation of the Deaf of an emblem which will symbolize deafness. Work began more than three years ago on this logo.

The symbol closely approximates the international access symbols in design, color and size. Approval has been given by the more than 75 nations which comprise the WFD. WFD is affiliated with and sanctioned by the United Nations.

It is expected that guidelines for use of the new emblem will be developed in the near future.



The White Paper

A review of the undergraduate curriculum

The White Paper, a review of the undergraduate curriculum at Gallaudet College, is out, and the first in a series of meetings planned to discuss recommendations made in the massive 200-plus page report was held last Tuesday, May 6.

In the spring of 1979, Committee B, the faculty committee on curriculum, voted to make the review a high priority in light of the recent reorganization at the College, increasing awareness that the current curriculum might be outdated and the perception of a need for an objective, external view. So last fall, the Committee engaged a team from the Academy for Educational Development, an independent consulting firm, to conduct interviews with faculty, staff, students, administrators, alumni, parents and employees. The White Paper, based on these interviews with about 103 people, is an attempt to outline the strengths and weaknesses of the current curriculum and make recommendations for change.

Of the people interviewed, 49% were department chairpersons and faculty members, 22% were students, 9% were administrators, 6% were professional staff, 9% were alumni and the remaining 5% included parents and employers. The consultants emphasized that persons volunteered to be interviewed, and this may be a factor affecting the outcome of the report.

At the Tuesday meeting, Terry Coye, chairperson of Committee B, stressed that the White Paper is only the first step in what could be a lengthy process. Next fall, a series of more in-depth discussions on curriculum will be held, and specific recommendations will probably emerge from these discussions.

Two representatives from AED, Gayla Kraetsch and Ruth Levenson, attended the Tuesday meeting to summarize the report and answer questions from the audience. They emphasized that in their report, curriculum was seen as the total educational experience, including coursework, developmental activities, counseling and advising, social life, experiential programs and career planning.

Less than half of the 103 persons interviewed thought that the existing undergraduate curriculum was satisfactory in meeting student needs, and the majority (69%) felt that the present curriculum should be made more flexible. Although respondents felt that many departments were integrated internally, College-wide integration was not perceived to be prevalent, and faculty and administrators were particularly concerned about the lack of integration between the preparatory and freshman year.

In light of major concerns that arose from the interviews, the Academy made a

number of recommendations. Here are some of the findings and recommendations summarized from the White Paper and the meeting:

MISSION

The consultants pointed out that they asked questions about the mission of the College because of the AED philosophy that the curriculum should be an outgrowth of the mission. They found that a common goal was shared throughout the College community: to provide a liberal arts education for the deaf. But many faculty felt that the mission was "handed off" by top administrators and that little effort had been made to match mission objectives to academic programs, departmental offerings or student development.

AED recommended that an open debate among mixed groups was needed so that the mission was seen as a reflection of the ideals of the Gallaudet community.

REORGANIZATION

There was widespread concern about the recent reorganization of the College, with the feeling that the three schools and the three new deans increased the bureaucracy, thus creating additional communication barriers. Faculty members interviewed feared that their areas would lose their separate identity. There was confusion about the function of the deans, and AED was concerned that mistrust would continue if the specific role of the deans was not clarified. The Academy suggested that steps be taken to involve faculty in planning and curriculum decision-making.

CURRICULUM PLANNING AND EVALUATION

Faculty, professional staff and administrators rated the curriculum planning process as "Unsatisfactory," saying that no comprehensive curriculum planning process existed. Faculty, faculty work at the departmental level and Committee B were seen as the most important curriculum planners and decision makers at Gallaudet, followed by departmental chairpersons and the vice president of academic affairs. Interviewees had mixed feelings about Committee B: some thought it was too powerful and was a bottleneck for course approvals, while others felt that it was a "rubber stamp." Most people seemed content with the chairpersons in their subject areas.

AED recommended that terms of appointment on Committee B should be lengthened to promote continuity, all schools should be represented and teaching loads of members should be adjusted when the committee undertook major efforts. Course review and ap-

continued on page 3

Serendipity

Library Bits & Pieces

Summer 1980 Library and Media Room Hours

Fri., May 16
8 a.m.-4:30 p.m.
Sat. & Sun., May 17 & 18
CLOSED
Mon.-Fri., May 19-23
8 a.m.-4:30 p.m.
Sat. & Sun., May 24 & 25
CLOSED
Mon., May 26 (Memorial Day)
8 a.m.-4:30 p.m.
Tues.-Fri., May 27-30
8 a.m.-4:30 p.m.
Sat & Sun., May 31 & June 1
CLOSED
June 2-July 5: Mondays
8 a.m.-8 p.m.
Tuesdays
8 a.m.-9 p.m., (Media Room
closes at 8 p.m.)
Wednesdays
8 a.m.-8 p.m.
Thursdays
8 a.m.-8 p.m.
Fridays
8 a.m.-4:30 p.m.
Saturdays
CLOSED
Sundays
1-4 p.m.

July 25-Aug. 8 (Media room will close at
4:30 daily and will not be open on
weekends):



It's not often that the photographer gets photographed. But photographer Frank Werbickas happened to catch **Charles Shoup**, campus photographer, as he got his first ride on the big-wheel bike.

Mondays
8 a.m.-8 p.m.
Tuesdays
8 a.m.-9 p.m.
Wednesdays
8 a.m.-8 p.m.
Thursdays
8 a.m.-8 p.m.
Fridays
8 a.m.-4:30 p.m.
Saturdays
CLOSED
Sundays
1-4 p.m.

116th Commencement scheduled

Gallaudet's 116th Commencement will be held next Monday, May 19 at 10:30 a.m. at the National Shrine of the Immaculate Conception.

Commencement speaker will be Eleanor Holmes Norton, chair, Equal Employment Opportunity Commission and the first woman ever appointed to this position.

Honorary degrees will be awarded to Thomas Spradley, author of *Deaf Like Me*; Edna Adler, consultation with the Rehabilitation Services Administration and well-known Gallaudet graduate; and Eleanor Holmes Norton.

Summer course registration

The following procedures must be followed by a full-time Gallaudet faculty or staff members to enroll in a credit-bearing course at Gallaudet during the summer months.

For Department of Sign Communication and Continuing Education (including Demonstration Program) courses: An interdepartmental invoice should accompany the appropriate completed applications.

For all other graduate courses and programs: A Gallaudet College employee tuition waiver form should accompany the completed graduate and special programs application. The tuition waiver form should be signed by the employee's budget unit head or division head. The tuition waiver form and summer brochure containing all summer program applications can be obtained at the Summer Program Office, Room 206, College Hall.

A \$10 deposit will be required of all applicants. This deposit will be refunded to each student in full after his/her class begins. If the employee changes plans and does not attend the class, the deposit will still be refunded if the employee notifies the Office of Summer Programs of the change of plans three weeks prior to the beginning of the course. The deposit will not be refunded if the employee does not attend the course and does not notify the office three weeks before the class begins.

OTG deadlines

Due to the Memorial Day holiday, the deadline for submitting information for the June 2 issue of *On the Green* will be Tuesday, May 20. Deadline for the May 26 issue (which will be distributed May 27 after out holiday), remains the same, Friday, May 16.

Sponsored R&D

Grant/contract deadlines

Provided below are application deadlines of selected federal programs that offer potential grant or contract opportunities for faculty, staff and graduate students. More details can be obtained from Glenn Pfau, director, Office of Sponsored Research, x5030 (Voice or TTY.)

Deadline	Program
05/27/80	OHDS—National Conferences on Aging Program
06/01/80	NIH-NIA—Social and Behavioral Research on Aging
06/13/80	NIHR/OHDS—Rehabilitation Research and Training Center in Deafness
06/15/80	NEH—Consultant Grants
06/30/80	USOE—Community Education Program
06/30/80	NIE—Educational Research and Development
06/30/80	NIHR/OHDS—Research and Training Centers on Aging, Mental Illness, and Independent Living
07/01/80	NEH—Higher Education Grants: Regional and National
08/01/80	NSF—Measurement Methods and Data Resources

08/19/80	NSF/NIE—Development and Research in Mathematics Using Information Technology
09/01/80	NSF—Science in Developing Countries
09/01/80	NSF—History and Philosophy of Science

Weekly program highlight

Gallaudet's Department of Sign Communication submitted a proposal on April 30, 1980 to the Rehabilitation Services Administration, DHEW, to develop and implement a training program for interpreters within an educational setting. The project would result in more and better interpreters, interpreter training materials, upgraded interpreting skills and education for deaf persons and consumers using interpreters. The proposal, complete with instructional materials, would provide a model for other institutions. During the five year project, about 80 individuals would develop excellent interpreting skills. The proposal requests funding of \$97,492 during the first year, with an additional \$13,215 contributed by Gallaudet. Over the five-year funding period, the College proposes to absorb more and more of the personnel costs so that project money can be used to implement the training program and develop instructional and informational materials for dissemination. More information on this proposal can be obtained from Lottie Riekehof, project director.



With award, from left, are Jean Mulrooney, Loraine DiPietro, Vicki Leon and Mynga Futrell.

Academy videotape wins first place

by Carol Yoken

Deaf Patients: Special Needs, Special Responses, a videotape produced by the National Academy for inservice workshops preparing nurses to work effectively with deaf patients, has won a first place award in the commercial category of the Health Education Media Association (HEMA) Media Festival.

Loraine DiPietro, producer and scriptwriter of the videotape, received the award at the Annual HEMA Conference held during the week of April 20 in Denver, CO.

The 27-minute videotape emphasizes communication adjustments that are necessary in the office or hospital setting. Many people on campus will

remember the shooting of the tape. The cast of 78 included a large contingent of Gallaudet students, faculty, staff and their families. Many volunteers from the local deaf community were also featured. Most scenes were shot in the College Infirmary, with supporting segments taped on location in President Merrill's home, the National Air and Space Museum, the National Arboretum and a physician's office.

In addition to DiPietro, developers of the videotape are Vicki Leon, director; Mynga Futrell, development consultant; and Jean Mulrooney, narrator. The technical crew included Julian Snow, Charlie Shoup, Frank Werbickas, Ben Adams, Tim Keating and John Marcus, working in conjunction with FAX Productions.

President's Office Notes

MacDougall Creative Writing Awards

A luncheon, workshop and dinner highlighted the MacDougall Creative Writing Award Program held here May 1.

The luncheon, held in the Red Room, honored the 35 students who entered the contest. The workshop included a presentation on playwriting by Bernard Bragg and a poetry interpretation by students of Trenton Batson. These presentations were open to all and were well attended. Michael Bortman, author of "And Your Name is Jonah," was a special guest; he gave a workshop on professional writing for students who entered the contest.

The top four contestants were announced to the campus following the workshop. The day's activities culminated in a dinner given by Mrs. Rose Narva, general manager of the Sheraton Carlton Hotel, and hosted by Dr. & Mrs. Edward C. Merrill, Jr., to honor the winning students and their guests. A surprise visit was paid by actor Keenan Wynn and Hearing and Speech Month poster child Marcy Knox.

Unfortunately, Nanette Fabray MacDougall, sponsor of the awards, was unable to attend due to an injury.

Winners of this year's awards are:

1st Place: Robert Cochran, Jr.; senior; for short story entitled, "The First Day of March."

1st Place: Craig Speicher; junior; for short story entitled, "Weeping May Endure for a Night."

2nd Place: Brian Channey; senior; for short story entitled, "Shanan."

3rd Place: Ellen Beck; junior; for a collection of poems and short story entitled, "Naama."

Career Luncheons

Terry O'Rourke, owner of a Silver Spring, MD publishing company, was the invited guest at the third of a series of Career Development Luncheons on April 29. Students identified by their career counselors as interested in certain fields are invited to meet informally with a professional in that field. This format allows the students to feel comfortable asking basic questions related to the guest's

job/career.

O'Rourke spoke of his various experiences with different careers. He used to teach at Gallaudet College and also worked for the National Association of the Deaf. The students in attendance asked questions mainly related to starting a business and O'Rourke's functioning as a hearing impaired owner.

The last Career Development Luncheon of the academic year was held April 30 with Mel Carter as the invited guest. He spoke of his experiences as Director of the Communicative Skills Program in the National Association of the Deaf and explained to students why he decided to work in this field.

Whiter Paper

continued from page 1

proval process needs to be accelerated, the report stated. The need for external program review and assessment are critical.

RESOURCES

The majority of the faculty felt that adequate instructional budgets, equipment and space were available but additional money was needed for curriculum development and discipline-oriented research. "No more buildings" was a cry that came from all segments of the College community: put the money into curriculum development. The consultants suggested establishing a budget and priority faculty committee to improve understanding of the budget and to have input into the budgetary decision-making process.

SCREENING/ADMISSIONS PROCESS

More than two-thirds of those interviewed indicated that the admission testing program was inadequate and incapable of differentiating between incoming prep and freshman students, and there was no link between entrance exams and placement tests, resulting in too much initial testing. AED suggested that a committee of admissions and faculty representatives review the current test battery to try to eliminate redundancy, and that a faculty admissions committee be established to review borderline applicants.

SKILL DEFICIENCIES

The areas of critical deficiencies most frequently cited in the interviews were writing and reading, followed by vocabulary, arithmetic, problem solving and study skills.

Almost all interviewees agreed that Gallaudet had to accept the responsibility for remedial work. More than 95% thought that a full-year English course should be kept as a prep requirement, and the most mentioned modification was to extend the number of years of English preparation. More than 80% wanted to keep the two-year course in preparatory mathematics, but many wanted the math requirement shortened for students not majoring in math or science, with more concentration on consumer skills. "People were concerned that students spent hours studying geometry yet didn't know how to make change," said Kraetsch. One person at the meeting pointed out that the report was not accurate in that the math requirement can be fulfilled in a year in some cases.



Frances Merrill, our president's wife, arranges flowers from her garden.

Interviewees repeatedly stated that students who were deficient in one area should not be held back in all areas. Also, more than 80% of the students interviewed both know when they enrolled that it might take them five years to earn their degrees and felt that five years were necessary.

The Academy recommended that the entire Preparatory Studies Program be incorporated as part of the overall Gallaudet experience, and a five year baccalaureate program be established for all students, increasing the number of credits required for graduation by 20%. They also suggested that Gallaudet follow trends of other liberal arts colleges by moving from the concept of "preparatory" or "remedial" to the philosophy to "developmental studies." This curriculum would be competency-based, rather than based on time or core sequence as it is now.

Other recommendations in this area included having only volunteer faculty teach developmental studies courses and, before tackling the problem of improving student skills, looking at the entire area of faculty preparation, with faculty having both an orientation program and ongoing in-service training.

Several persons at the meeting raised questions about preparatory studies. When asked what qualifications the consultants had in mind for volunteers, Kraetsch suggested that they needed people who really understood secondary school skills, and also experts in deaf education and special areas to collaborate with the faculty. In response to another question, she said that this would affect the accreditation process "but I believe it's what a person can teach that is value, not their degrees."

What about the 25% of the students who don't need a five year program? The Academy representatives responded that, just as some exceptional students finish college in three years, so would some Gallaudet students be able to finish in four. They suggested that fourth and fifth year students have increasing experience off campus.

One person questioned the small number of prep students actually interviewed for the report. Only three current prep students were interviewed, although consultants pointed out that some of the other students interviewed had been through a preparatory year here.

BACCALUAREATE

More than 90% of those interviewed wanted to keep, or keep with modification, seven of the 10 baccalaureate requirements. This kind of agreement is relatively unique and a strength, the

report noted. The only requirements receiving less than 90% support were physical education, foreign language and orientation.

The consultants pointed out that they did a national case study of 19 other liberal arts colleges and universities, comparing them with Gallaudet. They found that Gallaudet, with 65 credit hours of general educational requirements, was stricter in this area and had more requirements than more than 95% of the other colleges in the study.

It was recommended that Gallaudet reduce the number of existing requirements by 10 or 20% and increase the number of course options that satisfy each area. AED suggested distinctions between the BA and BS degree, expanding the English requirement to four years, designing interdisciplinary courses with unifying themes and rethinking the foreign language courses in terms of international studies rather than in terms of language proficiency.

ACADEMIC SUPPORT STRUCTURES

Respondents felt that supplemental programs such as Consortium arrangements, exchange programs and EPOC were worthwhile, but expressed concern that Gallaudet students need to be better prepared to participate in off-campus programs and that the supplemental programs are not fully tied into the curriculum. Students and alumni agreed on the need for more preparation for "real world" jobs. Faculty and students agreed that sign skills of some faculty need to be improved. The majority of people interviewed thought academic standards were lower at Gallaudet than at other liberal arts colleges, especially in the prep and freshman years. Faculty generally believed they could handle most physical handicaps but needed more support and preparation for dealing with mental deficiencies or emotional problems.

In response to these concerns, the Academy recommended that prior to the academic year, new faculty be required to complete an intensive orientation program. A "degree audit system" should be developed to provide timely reports on student progress. Alumni should be more intimately involved with students. EPOC and other career planning operations should be integrated so internships can be linked to students' career plans. Teachers and interpreters must become eloquent in signing, and signing test procedures should be analyzed.

What to know more? A limited number of copies of the White Paper are available. Call John Schuchman's office, x5065.



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Gallaudet College is an equal opportunity employer. Gallaudet College is an equal opportunity institution. Programs and services offered by Gallaudet College received substantial financial support from the Department of Health, Education and Welfare.

Bet you didn't know . . .

- That Dennison House was named after James Dennison, a deaf man who was the first principal of Kendall School.
- That Gallaudet College was once known as the National Deaf Mute College (also as the Columbia Institution for the Deaf, Dumb and Blind).
- That Amos Kendall was Postmaster General in President Andrew Jackson's cabinet.
- That Ulysses S. Grant was the first U.S. president to visit the College.
- That Lyndon B. Johnson was the last U.S. president to visit the College.
- That James W. Patterson, a faculty member (1866-1868) once served in the U.S. Congress.
- That the site next to the College on 6th Street was once a military camp in World War I.
- That Gallaudet College was once a hospital site for the Union forces during the Civil War.
- That Dawes House was named after Henry L. Dawes, a board member of the College (1869-1903).
- That President Edward C. Merrill, Jr. was dean of the School of Education at the University of Tennessee before coming here.
- That in the 116 years of its existence the College has had only four presidents.
- That Frederic A. Delano, a College board member for many years, was an uncle of President Franklin D. Roosevelt.
- That the Ole Jim contained one of the first indoor swimming pools in the U.S.
- That the Dawes Hous (near Fowler Hall) was designed by a Gallaudet alumnus, Olaf Hanson.
- That Fowler Hall was named after the wife of Thomas H. Gallaudet.
- That Sophia Fowler was a deaf pupil in T.H. Gallaudet's American School for the Deaf.
- That the present American School for the Deaf was once known as American Asylum for the Deaf and Dumb.
- That the Baltimore and Ohio Railroad once ran on what is now West Virginia Avenue.
- That there once was a horse racing park in back of the campus (Ivy City on Mt. Olivet Road).
- That the College began admitting women students more than 20 years after its establishment.

- That Joseph Henry, first director of the Smithsonian Institution, helped draw up a draft for the course study at Gallaudet College.
- That Edward Miner Gallaudet wrote an important textbook on international law, *Manual on International Law*.
- That Edward A. Fay, a longtime member of the faculty, wrote a widely used textbook, *Concordance of Divina Comedia*.
- That the College established a coed's basketball team long before the men established their own.
- That Gallaudet's football team had its best record in 1930 when they won six and lost one.
- That Fritz Crafts, Gallaudet's football coach from 1912 to 1914, later became a judge on the Massachusetts State Supreme Court.
- That Barnard Greenberg, director of admissions, served under General George S. Patton, Jr. in World War II.
- That Marty Willigan, chief of grounds and maintenance, was in an NCAA wrestling tournament (150 lb. class).
- That Gallaudet was the first college to establish a program for training of teachers of the deaf (in 1892).
- That The College Library has one of the world's oldest collections of books on the deaf (Baker collection).
- That John Carlin was the first person to receive a degree from Gallaudet (in 1864) and also that his diploma may be the only one bearing the signature of President Abraham Lincoln.
- That Dr. Richard M. Phillips, dean of students, was the first deaf Gallaudet graduate to earn a doctorate.
- That Amos Kendall during the latter part of his life maintained six acres of vineyard on the campus.
- That there is a ginkgo tree in the back yard of Ballard House (#2). Ginkgo trees are considered to be the oldest of trees still in existence and they came from China.
- That Hall Memorial Building is built over an old well spring.

—compiled by Leon Auerbach

Note: If you have an interesting piece of information that you are willing to share with us, please send it to Leon Auerbach, Department of Mathematics.

Calendar

MAY

12 - 16 EXAMINATION WEEK

19 - COMMENCEMENT

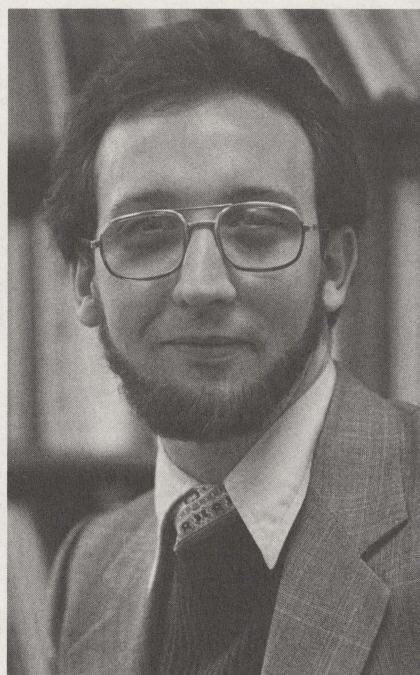
Campus visitors

Visitors to campus this week include:

- 12 - St. Croix Central High School Deaf Club.
- Health Care Seminar, sponsored by National Academy.
- John Hewett, pediatric resident, Howard University Hospital.
- 13 - Gail Dolson, RN, Petaluma, CA.
- 14 - Ms. Axhart, Indonesian ambassador's wife.
- Elaine Davis, speech therapist, Baton Rouge Parish School, LA.
- 15 - Nancy Tepper, Cued Speech Office.
- 16 - Severna Park School, viewing MSSD play.
- Gail Gynn, prospective student, Blayerville, GA.



Barbara Moore is a captioner with Gallaudet College TV.



Herb Pearson is a production specialist with Gallaudet College Television.

Classified Ads

FOR SALE: Townhouse, 4012 Hanson Oaks Drive, Landover Hills, MD. Three bedrooms, two and a half baths, end unit, walkout unfinished basement. Walk to Metro or 15 minute drive to Gallaudet. \$57,000 (mortgage of \$35,000 assumable at eight and three-quarters percent). Call Hendrik Viug at 459-6527 (TTY only) or realtor Pam Stanchie (voice only) at 577-8011 (bus.) or 459-6645 (home).

VOLUNTEERS WANTED: Big Brothers needed at National Childrens Center group home for retarded deaf teenagers. Call 722-2381 or 722-2343 (TTY).

Jobs Available

For additional information contact the Personnel Office.

STAFF

SECRETARIAL POSITIONS: Contact Personnel for listing.
COST-EFFECTIVENESS ANALYST: Contracts & Operations
PROGRAMMER/ANALYST: Business Data Systems
DIRECTOR, INFORMATION CENTER: Alumni/Public Relations
BUDGET COORDINATOR: Planning Office
ASSISTANT, TECHNICAL SERVICES: Library
TRANSCRIBER: Gallaudet College Press
PRODUCTION SPECIALIST: Gallaudet College Press
PHYSICAL THERAPIST: Student Special Services
WRITER/EDITOR: Public Services
TV STUDIO ENGINEER: Gallaudet College TV
COMMUNICATION EVALUATION ASST: Pre-College Communication Program
COMMUNICATION EVALUATION MONITOR: Pre-College
ROOM MECHANIC: PP-Maintenance
MANAGEMENT SYSTEMS & PLANNING ANALYST: Business Affairs
NIGHT CUSTODIAN: PP-Custodial Services
CAREER COUNSELOR: Counseling & Placement
WORD PROCESSING SPECIALIST: MSSD/Adm. Support Services
STORES ATTENDANT: PP-Administration

FACULTY

ASST. PROFESSOR OF SPEECH COMMUNICATION RESEARCH: Sensory Communication Research Lab
ASST./ASSOC. RESEARCH PROFESSOR: Office of Demographic Studies

Policies & Benefits

Health benefits

by Steve Kallan

The purpose of this week's column is to explain some of the restrictions of the health benefit plans offered at Gallaudet and to clarify some common misconceptions. As you might imagine, the federal regulations which govern the administration of benefits are quite complex.

In 1959 Congress passed legislation that extended coverage under federal employee health plans to Gallaudet College and its permanent employees. Because the group of federal employees is so large, the level of benefits afforded by these plans is excellent.

People often ask why the College can't pay the full premium cost of health benefits. Many of us would be happy to forego the luxury of choosing from among several health plans if the total cost of a single plan was paid in full by the College. Unfortunately, the Federal Personnel Manual and Chapter 89, Title 5 of the US Code which governs the administration of federal benefits plans for any organization which participates, clearly limit the level of contribution the College can make. Part 890-1 of the FPM says, "The Government's share of the cost of an enrollment is set by law and is equal to 60% of the current unweighted average of the high option premiums applicable . . ." That 60% rule translates into the contribution made by the College for the plan you may have chosen.

If all of that is true, why doesn't the College drop the federal health benefit plan and get its own private coverage?

This might be an option for the College. However, any decision to withdraw from the Federal Benefit System would first require an act of Congress repealing the 1959 legislation. There are also other major considerations. First, the costs of most private plans are staggering and we would lose the benefit of being part of a group of millions of employees. Second, by dropping the health plans, the College runs the risk of losing the Civil Service Retirement System as well. Most of us on Kendall Green, especially those vested in the System, would prefer not to go that route.

As a private institution we do enjoy some flexibility that federal agencies do not. The College can offer supplemental benefit plans and other benefits not associated with health care.

The College intends to make as many benefit plans available to extended temporary employees as it can. Unfortunately, current federal regulations prohibit temporary employees from participating in government health programs. However, temporary employees may participate in the Group Health Association. Although the College doesn't currently make a premium contribution for temporary employees, this possibility is being investigated. In the meantime, GHA does offer a substantially lower group rate than one would pay as an individual enrollee. Mary Herman, the Personnel administrator responsible for benefits, can help answer any specific questions you may have.

Remember to use the Information Hot Line (x5111, voice/TTY) or contact the Personnel Office for further information about benefits.